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AUTHOR	Quate, Stevi, Ed.
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ABSTRACT

Based on the belief that learning to read is an ongoing process that continues into the upper grades, this guidebook is intended as a "starter kit" to help teachers, literacy specialists, and administrators design strong literacy programs that span the secondary grades. The guidebook maintains that as learners encounter unfamiliar and complex text, they need instructional support from teachers in all disciplines to gain the skills necessary to tackle these challenges. The guidebook seeks to answer these questions: What does the proficient adolescent reader look like? What are the best practices in the teaching of reading? What professional development will provide teachers the support they need to work wisely with the adolescent reader? What professional development do teachers need to build strong reading instructional programs for all students? What is available to assess the reading performance of adolescent readers? What resources will help a school develop a quality reading program? Following an introduction, the guidebook contains 8 sections: (1) Position Statement on Adolescent Literacy; (2) Portrait of an Adolescent Reader; (3) Best Practices; (4) Comprehension Strategies; (5) Assessing the Adolescent Reader (including An Assessment System, Classroom Reading Assessments, A Few Reading Inventories, Matrix of Published Reading Tests, and Sample of NWREL's Traits of a Reader); (6) Quality Programs; (7) Professional Development; and (8) Resources on Adolescent Reading (including references to 69 books and journal articles, a list of 8 professional journals for literacy educators, and 8 Web sites of interest). (SR)

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A GUIDEBOOK FOR ADOLESCENT READING...

In the hope that all students will be lovers of reading and all teachers will design instruction to promote this love!

Prepared by ELA Leaders' Task Force

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ELA Task Force:

Cynthia Bjork
Karen Brich
Jennifer Brandt
Sandy Butler
Jan Carpenter
Barbara Chavez
Nancy Devine
Sondra Doolin
Karen Durica
Linda Fiorella
Michelle Jones
Ruth Maenpaa
Eileen Morelli
Cindy O'Donnell-Allen
Susan Olezone
Sue Collins Parker
Gayle Rainey
Maria Roberts
Delessia Rucker
Jeanne Richards
Nancy Shanklin
Mary Specht
Judy Stockhouse
Shannon Tafoya
Amy Thomton
Andrea Thorpe
Connie Wardwell
Donna Winter

Editor: Stevi Quate

With special thanks to Manual High School and Sue Collins Parker for providing the space for all our meetings

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Introduction

For the last several years, much attention has been placed on the literacy needs of the beginning reader. Now the focus is shifting and expanding. Each year more attention is placed on the needs of all students as they progress through school. The belief that students need reading instruction only in the early grades is being reshaped by the realization that learning to read is an on-going process. As learners encounter unfamiliar and complex text, they need instructional support to gain the skills necessary to tackle these challenges. Not only do struggling or reluctant learners need support, so do all our students. This is not the exclusive job of the language arts teacher; rather the responsibility for developing all our students as readers and learners belongs to all teachers, including those who teach fine arts, science, or math.

It is the job of the entire school community.

A task force at the request of Colorado's ELA Coordinators met during the school year of 1999-2000 to study the research on adolescent reading. Our goal was to develop a guidebook that would ensure that Colorado teachers, literacy specialists, and administrators had the necessary information to design strong literacy programs that span the secondary grades. To meet this goal, we structured our guide around a series of questions:

- ✓ What does the proficient adolescent reader look like?
- ✓ What are the best practices in the teaching of reading?
- ✓ What professional development will provide teachers the support they need to work wisely with the adolescent reader?
- ✓ What professional development do teachers need to build strong reading instructional programs for all students?
- ✓ What is available to assess the reading performances of our adolescent readers?
- ✓ What resources will help a school develop a quality reading program?

We hope that the reader of this guide understands that the research base is continually expanding. As a result, this guide is intended to be only a "starter kit." We urge the reader to continue reading the literature, posing questions about reading, and seeking answers to these questions.

ELA Adolescent Reading Task Force

ADOLESCENT LITERACY: A POSITION STATEMENT

From the Commission on Adolescent Literacy of the International Reading Association, 1999[1]

Principles for Supporting Adolescents' Literacy Growth

1. Adolescents deserve access to a wide variety of reading material that they can and want to read.

2. Adolescents deserve instruction that builds both the skill and desire to read increasingly complex materials.

3. Adolescents deserve assessment that shows them their strengths as well as their needs and that guides their teachers to design instruction that will best help them grow as readers.

4. Adolescents deserve expert teachers who model and provide explicit instruction in reading comprehension and study strategies across the curriculum.

5. Adolescents deserve reading specialists who assist individual students having difficulty learning how to read.

6. Adolescents deserve teachers who understand the complexities of individual adolescent readers, respect their differences, and respond to their characteristics.

7. Adolescents deserve homes, communities, and a nation that will support their efforts to achieve advanced levels of literacy and provide the support necessary for them to succeed.

[1] From *Journal of Adolescent and Adult Literacy*, 43:1, September 1999, pages 97 - 112. For more information see: http://www.reading.org/advocacy/policies/adol_lit.html

A Portrait of an Adolescent Reader

A proficient Adolescent Reader (grades 6-12) shows evidence of:

BEFORE READING….

- Setting a purpose for reading.
- Establishing conceptual frameworks to recall text over time.
- Activating background knowledge of the topic.
- Using knowledge of text structure to understand text:
  - Narrative Text-characters, setting, problem, plot, resolution;
  - Expository Text-compare/contrast, problem/solution, cause/effect, main idea/details, sequence.

DURING READING…

- Reading actively for a purpose.
- Monitoring comprehension.
- Discriminating between important and less important ideas.
- Using an arsenal of "fix-up" strategies.
- Making connections to text/world/self.
- Discriminating between an author's purpose and a teacher's purpose for reading.
- Identifying unfamiliar vocabulary using context clues and word attack skills.
- Reading flexibly by using a variety of strategies, by adjusting pacing, and through skimming and scanning.
- Interacting with text by questioning, predicting and extending.
- Interpreting a variety of symbols across subject areas.
- Utilizing critical reading skills such as evaluating, interpreting and analyzing, recognizing difference between fact and opinion, and recognizing logical fallacies.

AFTER READING….

- Synthesizing information from a variety of sources to develop an understanding and thinking about next steps- "What else do I need to know?"
- Summarizing what has been read by retelling the plot or main idea.
- Evaluating the ideas in the text.

AND OVER TIME…

- Reading and interpreting data.
- Reading a variety of genres.
- Choosing to read and interacting with others about his/her reading.
- Developing and extending oral and written responses to his/her reading.
- Using reading to solve problems in life and on the job.

BEST PRACTICES IN THE TEACHING OF READING

(Based on Zemelman, Daniels, and Hyde[2])

INCREASE	DECREASE
Time for independent reading	Emphasis on whole-class or reading-group activities
Choice of own reading materials	Teacher selection of all reading materials for individuals and groups
Exposure to a wide and rich range of literature	Reliance on selections in anthologies
Use of reading in content areas	Teaching reading only in language arts
Teaching reading as a process: ✓ Emphasize comprehension ✓ Use strategies that activate prior knowledge ✓ Help students make and test predictions ✓ Structure help during reading ✓ Provide after-reading discussion ✓ Teacher modeling	Teaching reading as a single, one-step act Assuming all students know how to read by the time they're in secondary schools
Writing before, during, and after reading	Writing during a specific time
Teaching skills in the context of meaningful literature	Teaching isolated skills in workbooks or drills
Collaborative activities	Solitary seatwork
Evaluation that focuses on higher order thinking processes	Evaluation that focuses on individual, low-level sub-skills
Measuring success of reading programs by understanding student's reading habits, attitudes, and comprehension	Measuring the success of a reading program only by test scores

[2] See the bibliography for a full citation.

COMPREHENSION STRATEGIES[3]

1. **Activating relevant prior knowledge before, during, and after reading.**

Instruction, then, should be developed that helps students --

- ✓ Relate unfamiliar text to their world knowledge and/or personal experience:
  - Text to self
  - Text to text
  - Text to world
- ✓ Use what is known about an author and the author's style

2. **Determining the most important ideas and themes in a text.**

This means that instruction should help students understand text at the --

- ✓ Word level: knowing which words carry the overall meaning of the passage
- ✓ Sentence level: recognizing key sentences (topic sentences, bold print, etc.)
- ✓ Text level: finding the key ideas, concepts, and themes

3. **Asking questions of themselves, the authors, and the texts they read.**

Proficient readers generate questions before, during, and after reading--

- ✓ To clarify meaning, speculate on upcoming text, and locate an answer
- ✓ To focus their attention while reading
- ✓ To understand that some questions are left to the reader to answer
- ✓ To know if the answer is in the text or in the reader's mind or in other texts

4. **Creating visual and other sensory images from text during and after reading.**

5. **Drawing inferences from the text.**

When proficient readers infer, they:

- ✓ Draw conclusions from the text
- ✓ Make reasonable predictions as they read; test and revise those predictions as they read further
- ✓ Connect their conclusions with other beliefs or knowledge

6. **Retelling or synthesizing what they have read**

7. **Utilizing a variety of fix-up strategies to repair comprehension when it breaks down.**

The role of the teacher is to...

- 📖 **Model comprehension strategies**
- 📖 **Provide direct instruction and scaffold the learning**
- 📖 **Ensure students have time to practice the strategies in small groups**
- 📖 **Provide time to practice comprehension strategies in a meaningful context, such as book clubs**
- 📖 **Monitor mastery of each strategy**

[3] From *Mosaic of Thought*, Keene and Zimmerman

ASSESSING THE ADOLESCENT READER

"American children are the most tested in the world, and the poor and the less competent are the most tested of all. -- Peter Johnson

Grant Wiggins reminds us that assessment is not just another word for testing nor should it be a means to sort our students. Instead wise and informed assessment means that we return to the roots of the word: assidere "to sit beside." When we assess our students and our programs, we sit beside them in order to understand so that we can make informed decisions about our next steps. Assessment is a form of inquiry. Through listening to students read and talk about their understanding of the text, we discover their strengths and learn the logic of their errors. When we give students cloze activities to understand what level of text they can read at an independent level, we are inquiring about what is appropriate reading for each student. We study the scores of our classes on norm-referenced tests in order to understand how well our programs are serving groups of kids. In other words, we assess to understand our students, our teaching, and our programs so that our next steps are informed ones.

As schools develop or refine their reading assessment system for the adolescent reader, we urge them to pose several questions:

- ✓ What information is needed and *why*?
- ✓ Who needs this information - students, teachers, parents, community, policymakers?
- ✓ What will be done with the information gleaned from the assessment?

Our hope is that Colorado educators will be very intentional in the design of an assessment system. If an assessment tool does not have a practical use, we urge educators to reconsider the tool. If there is not a plan to take action based on the information learned from the data, we question the need for the assessment. After all, with annual CSAP testing and other mandated tests, we need to protect and honor every available teaching moment.

In this section, you will find a variety of assessment tools. First, we've included a framework for an assessment system in which the audience, purpose, and tools are matched. Then we list assessments that the classroom teacher can use in order to inform her teaching. For instance, if a teacher wants to better understand a struggling reader, the teacher could administer an individual reading inventory or ask the student to retell or summarize the assigned reading.

Following the suggestions for classroom assessments is a matrix that lists commercial reading tests. Please note that our task force is not endorsing one assessment over another. The comments about tests are from the information provided by the publisher or from a published review of the test. Our hope is that all educators will be assessment-savvy and carefully study all tests in order to make the wisest selections that meet their local needs.

Following the matrix is an example of the work from Northwest Regional Education Lab, the group responsible for Six Traits of Writing. For the last few years, NWREL has been studying the traits of effective readers. We have included a sample of their work. For more information, please check their website at http://www.nwrel.org/eval/reading

Please use this information so you too can "sit beside" our students and our programs. Through careful attention to what we learn through wise assessment, we can continue the journey of educating all our students in the most knowledgeable manner possible.

AN ASSESSMENT SYSTEM: AUDIENCE, PURPOSE, TOOLS[4]

AUDIENCE	PURPOSE: QUESTIONS THE ASSESSMENTS SHOULD ANSWER	TYPES OF TOOLS THAT MATCH AUDIENCE AND PURPOSE
Students	How am I doing? What should I do next? Have I made progress?[5]	Portfolios; classroom assessments
Teachers	Have the students met the learning goals? How is my teaching going? How can I help ___? What students need to be grouped together? Which book would work best for ___?	Curriculum-based tests; individual diagnostic tools; portfolios and other classroom assessments; checklists; rubrics; observations; retellings; surveys
Parents	How is my child doing? How does she compare to others?	Norm-referenced tests; CSAP (even though there is not a percentile ranking); portfolios; classroom assessments
Administration	How effective is our school's/district's program? How are teachers doing? What professional development do we need? Are we using resources wisely?	Aggregated data; norm-referenced tests; criterion-referenced assessments; CSAP
Policymakers	How well are schools meeting expectations? Are current policies effective?	Aggregated data; norm-referenced tests; CSAP
Taxpayers	How well is my tax money being spent?	Aggregated data; norm-referenced tests; criterion-referenced assessments; CSAP

[4] Based on the work of CIERA and a presentation by P. David Pearson at IRA, Indianapolis, Indiana, May 4, 2000.

[5] NAEP results suggest that students who monitor their own growth outperform students who don't.

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Classroom Reading Assessments for the Adolescent Reader

"Adolescents deserve assessment that shows their strengths as well as their needs and that guides their teachers to design instruction that will best help them grow as readers."
--Adolescent Literacy: A Policy Statement, IRA, and NCTE: March 18, 1999

Personal: Identity as a reader

- ✓ Have students analyze their present reading habits. Ask them how they decide what to read and where this interest comes from.
- ✓ Distribute a packet of readings. Have students select the one they would want to read from the packet, and then reflect on how that choice reveals insight to who they are as readers.
- ✓ Have students code a passage as they read. Encourage them to mark where their interest lags and analyze the cause of loss of interest.

Cognitive Base

To determine if students read at the literal, inferential, or applied level:

- ✓ Select an appropriate portion from a reading selection. Even though this selection need not be a complete story or chapter, it should be complete enough to make sense. Two or three pages are sufficient.
- ✓ Develop 10 - 12 general comprehension questions. The first question should be open-ended, such as "What is this passage about?" The remaining questions should include questions that require answers on the literal, inferential, or applied levels.
- ✓ Prepare an answer sheet for the students. In the answer sheet, include specific page references for class discussion.

CARI: CONTENT AREA READING INVENTORY

- ✓ Select a passage of the text that you will use in your course.
- ✓ Explain to students that the purpose of the inventory is to help you plan instruction and that you will not grade the inventory.
- ✓ Introduce the selected portion of the text that students will read.
- ✓ Develop comprehension questions.
- ✓ Let them use the book if you want to determine how well they can use the book, but if you want to assess their comprehension alone, do not let them use the book.[6]

CLOZE

Use the cloze method as a screening device to estimate reading level of a particular text:

Independent: student recognizes nearly all of the vocabulary and concepts;
Instructional: student recognizes most of the vocabulary and concepts but needs assistance from the teacher;
Frustration: student struggles with meaning even with help.

- ✓ Select a passage of 250 -300 words. Be sure the selected passage is a "stand alone" and does not rely too much on previous passages. Keep the first and last sentences together.

[6] Many of the above ideas are from Vacca and Vacca *Content Area Reading*

- ✓ Starting with the second sentence, delete every fifth (or seventh or ninth) word. Leave blanks where the word was omitted.
- ✓ *Have students fill in the blanks.*

To score: count all words that are semantically and syntactically correct or contextually appropriate. (For second language learners, this is sufficient while for students proficient in English, count exact words.)

A rough guide: 50-60% correct - independent level
35 -50% correct - instructional level
below 35% correct - frustration

Knowledge-base

KWL chart:

- ✓ What do I **know** about this topic? Text such as this?
- ✓ What do I **wonder** about this topic? Text such as this?
- ✓ What did I **learn**?

Insights into the reader

Retrospective Miscue Analysis (RMA)

Brief description: RMA is grounded in extensive reading miscue analysis research and theory. It is a way of viewing reading miscues as clues to the reader's knowledge of how language works. In RMA, the reader and the conversation partner together discuss the reader's miscues by determining

1) whether or not the miscue made sense,
2) if it was corrected, and
3) if it needed to be corrected.

Steps:

1) Conduct a simple miscue analysis over a piece of unfamiliar text (about 285 words) which is slightly above his/her instructional level. Be sure to tape record the student reading.
2) Analyze and organize the miscues. Note self-corrections. Look for patterns.
3) Select specific miscues for conversation with student (i.e. contractions, confusing beginning sounds, insertion of words, influence of dialect on reading).
6) A day or two later, meet with the student, play the tape and stop occasionally to discuss the identified miscues.

A Few Reading Inventories for the Adolescent Reader[7]

Purpose: To assess an entire class, have the students silently read the text and complete a written retelling; however, for those students you are most puzzled about, set up a conference with them and conduct a one on one reading inventory.

Analytical Reading Inventory (ARI by Woods and Moe, 1995)

Grades: K-12
Purpose: To assist teachers in gaining specific information about a student's ability to cope with text at various levels of instruction, the strategies the student uses to recognize words, and the strategies the student uses to understand the meaning of the text. A teacher can determine general level of word recognition, strengths and weaknesses in word recognition strategies, performance in oral and/or silent reading, comprehension strategies through retellings and questions, and independent/instructional/frustration reading level.
Time: Up to one hour/student
Types of text: Narrative and expository that are from primer through ninth grade level

Basic Reading Inventory (BRI by Jerry Johns, 1995)

Grades: Pre-primer - 12
Purpose: To identify the student's frustration, instructional, and independent reading levels to that teachers can provide reading materials at the student's instructional level; determine reading rate; asks five types of comprehension questions: topic, fact, inference, evaluation, and vocabulary.
Type of text: Narrative and expository

Classroom Reading Inventory (Silvaroli, 1994)

Grades: 1-adult
Purpose: To identify a student's specific word recognition and comprehension skill; determine student reading achievement; classifies students according to a global reading achievement level.
Publisher: William C. Brown, Publisher; 2460 Kerper Blvd, Dubuque, IA 52001

Modified Inventory

Select a text that students in this grade have typically read well. Hold a conversation with the student about the text, but before you hold the conversation, consider what a typical discussion would sound like. Ask yourself what a highly skilled conversation would include. Create a checklist that will guide you while listening to the student talk.

QRI II (by Leslie and Caldwell, 1995)

Grades: K-9th grade
Time: 15 - 30 minutes
Purpose: To provide both qualitative and quantitative analysis of reading performance; provide an estimate of reading levels (independent, instructional, frustration) so the teacher can match students to appropriate text; identify or verify a suspected reading problem.
Type of text: Narrative and expository passages.

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[7]Based on Bill Harp's *The Handbook of Literacy Assessment and Evaluation*, 1996, Christopher Gordon

Reading Inventory for the Classroom (by Flynt and Cooter, 1998)

Grades: Preprimer - 12

Purpose: To assist teachers in the placement of students with appropriate reading and instructional materials; includes an interest/attitude questionnaire designed to assist the examiner in gathering information that may influence the student's interest in reading; includes a miscue grid for each passage; includes intervention strategies.

Type of text: Narrative and expository

Other kinds of reading assessments:

Reading Attitude Scales, Teale

Grades: 3-12

Purpose: Designed to assess student's attitudes toward instructional and recreational reading. Items are read aloud to students. Responses produce scales of individual development, utility, and enjoyment; measures attitudes toward reading.

Retellings[8]

Purpose: To assess comprehension. In particular, a retelling will help a teacher learn if students can predict, recall, or interpret text.

The following could be completed as a whole-class activity, but the authors of *Evaluating Literacy* recommend that students work in small groups of four or five.

1. To begin, select a text that students don't know, but one that will not overtax their reading skills. Make sure it's a familiar type of text.
2. Each student is provided with a copy of the text, which has been folded so that the title is visible but the text is not.
3. Students are asked to read only the title and then briefly write their predictions about the content of the text. They can also be asked to predict specific vocabulary they might find.
4. If students are working in a group, have them share their predictions.
5. Each student reads the text independently and then assesses the accuracy of his/her predictions. Students may reread the text, if they are so inclined. It is important that they are comfortable with the text before they start their written retelling.
6. Put the text aside, and have students write their retell of the story in such a way that someone unfamiliar with it could enjoy, appreciate, or understand it.
7. Have students share their retellings with a partner to note differences in the information included and manner of telling it.

To assess the retelling, look for the reasonableness of the explanations of the text. (You might create a rubric to guide your interpretation of the student retelling.) Here are suggested questions to guide the teacher's assessment of the quality of the retelling:

- ✓ Does the student appropriately introduce the story?
- ✓ Is information about setting, characters, and plot accurate and complete?
- ✓ Did the student include all the key episodes and characters? Is the order correct?
- ✓ Did the student understand the point or theme of the text?

[8] From *Evaluating Literacy*

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MATRIX OF PUBLISHED READING TESTS

READING TESTS	PURPOSE	CRT/ NRT	REQ'D TIME	KINDS OF INFO PROVIDED	TYPES OF TEXT	TYPES OF QUESTIONS	OTHER INFO
Terra Nova (McGraw Hill) 1997	Provide information about students' achievement	CRT NRT	2 hours for entire lang. arts battery	Anticipated achievement & aptitude scores; Reading performance: ✓ Basic understanding ✓ Analyze text ✓ Evaluate & extend meaning ✓ Identify reading strategies	Excerpts from traditional & contemp. lit, informational selections from current publications, real-life documents & graphics	Selected response, with available extended open-ended assessments	Spanish version: Supera
Stanford Diagnostic Reading Test (Harcourt Education Measurement) 1995	Diagnose strengths & weaknesses in reading (vocab., comp., scanning) Id trends & change Provide info about effectiveness of programs	CRT NRT	Over 90 minutes	Mode of comprehension: *Initial understanding *Interpretation *Critical analysis Reading strategies	Recreational (literature/ fiction); textual (non-fiction, content-area text), functional (technical)	Selected response	Uses NAEP framework: initial understanding, interp., critical analysis, & process strategies; uses Lexile framework
Stanford 9 (Harcourt Educational Measurent) 1996	Measure abilities to read; reveals students' use of text structures and text factors and use of reading compr. strategies; achievement test	NRT	70 minutes	Mode of comprehension: *Initial understanding *Interpretation *Critical analysis Reading strategies Scores reported on type of text	Recreational (literature/ fiction); textual (non-fiction, content-area text), functional (technical)	Selected and constructed response	Uses reading selections written by popular writers (i.e., Lois Lowry); uses NAEP framework: initial understanding, interp, critical analysis, & process strategies

Metropolitan 8 (Harcourt Educational Measurement) 2000	A reading achievement test	NRT and CRT	70 - 80 minutes	Vocabulary and reading comprehension (based on IRA/NCTE framework) Scores reported on types of text	A variety of text: creative, informational, and functional	Selected and constructed response	Not available until fall 2000; an attractive assessment designed to be "student-friendly"
New Standards: Reference (Harcourt Brace) 1998	Assess comprehension, analysis & interp, evaluation, making extensions, and seeing connections	CRT		Mode of comprehension: *Initial understanding *Interpretation *Critical analysis Reading strategies	Non-fiction, fiction	Constructed response	
Nelson-Denny (Riverside) 1993	Survey vocabulary, comprehension, and reading rate ✓ Screen ✓ Predict ✓ Diagnose (lmtd)	NRT	24 min for vocabulary 32 for comp. Test	Scores for each subtest: ✓ Percentile rank ✓ Grade equiv.	Nonfiction (2-7 paragraphs; based on form H)	Selected response	
Gates-McGinitie, 4th edition (Riverside) 2000	✓ Show general progress: ✓ Select students for further help ✓ Plan instruction ✓ Evaluate prog effectiveness	NRT	60 min.	Vocabulary, comprehension, and total scores	Fiction and non-fiction, including science, social studies, and the arts	Selected response	An up-dated version of the former test
Degrees of Reading Power (Touchstone) 1989	✓ Diagnose ✓ Show achievement ✓ Evaluate program	CRT	Not timed	Identifies readability levels for independent, instructional, and frustration levels	Non-fiction	Selected response	Cloze format DRP units Texts (text books and popular fiction/non-fiction) matched to the DRP units

GOALS: Reading (Psych. Corp.) 1992	✓ Measure curricular content ✓ Measure comprehension, i.e., global understanding & critical analysis ✓ Identify strategies	NRT			Reading selections similar to what students read in and outside of school	10 open-ended questions per selection	
California Diagnostic Reading Tests (CTB/McGraw Hill) 1990	✓ Measure word analysis, vocab, compreh, and applications ✓ Diagnose below 50th %ile	NRT & CRT				Selected response	Locator Test to establish test level

The Traits of an Effective Reader Reading an Informational Text Scoring Guide

Developing Interpretations

- Identify problems, gaps, ambiguities, conflicts, and/or disparate points of view in the text
- Analyze the text to pose explanations that bridge gaps, clarify ambiguity, and resolve textual problems
- Using the context to connect analytical explanations to a "bigger picture"

5 The advanced response interprets to analyze and think critically about informational texts.

Directly answers the question by employing problem-solving techniques-- using specific evidence, clues, and "on target" information

Examples, quotes, and events are cited from the text and connected strongly to the analysis

Responds beyond the question to engage the bigger picture by creating framework of historical significance, cultural importance, or universal theme

3 Interprets to expand the text, but still developing connections to a larger world-view.

Uses some language that indicates an initial layer of interpretation understanding

A safe response citing very obvious examples. Connections between the examples and the analysis are not always evident

Does not yet move beyond the question—engaging the "bigger picture" is still a developing skill

1 The emerging response sees interpretation as "talking about a book." Reading and interpreting are still separate processes. Little evidence exists that the student understands the concept of interpretation.

Does not adequately address the question

Does not cite examples, quotes, or evidence from the text to use as a basis of interpretation

Sometimes restates the question words

Integrating for Synthesis

- Put information in order to explain the text's process or chronology
- Compare and contrast examples, facts, or events in order to make defensible judgments or interpretations
- Recognize and describe cause and effect relations
- Integrate personal experience, background knowledge, and/or content knowledge with the text to create a "synthesis" of text plus knowledge

5 The advanced response integrates textual material and other types of knowledge to create a synthesis of ideas

Directly, specifically, and concretely performs the synthesis application directed by the question by using synthesis language

Uses well-chosen examples that have a strong parallel development if the question demands it

Responds beyond the question, integrating several layers of knowledge into a harmonious whole

3 The developing response integrates textual material with other types of knowledge to create a surface level synthesis.

Uses some synthesis language to reflect a basic understanding of the skills of integrating for synthesis

Uses general and "safe" examples

The layers and types of knowledge in the response are not always well integrated

1 The emerging response employs some skills of synthesizing, but a fully developed integration is still emerging.

Does not perform the synthesis application directed by the question

Does not accurately use synthesis language

Does not integrate sources, texts, and understandings to a measurable degree

Critiquing for Evaluation

- Experiment with ideas in the text
- Express opinions about the text
- Raise questions about the text
- Make good judgments about the text by using a synthesis of material derived from
- Challenge the ideas of the author or source by noting bias, distortion, and/ or lack of coherence
- Contrast the accuracy of textual information with other sources and form solid, defensible critiques

5 The advanced response evaluates to assert a strong voice in the text.

Directly and thoughtfully answers the question, using evaluation terminology effectively and precisely to indicate the reader's critique of the text

The examples are well-developed, placed in context, and connected well to other ideas

Responds beyond the parameters of the question to critically engage the text and its ideas in a solid, defensible judgement

3 The developing response hesitates to evaluate thoroughly; it still plays it somewhat "safe."

Generally answers the evaluation question, but hesitant to critically engage with the text

Selects safe and obvious examples that are connected to other ideas in fairly limited ways

Does not yet move beyond the question to venture into the larger world of critical discourse.

1 The emerging response is just beginning to explore a critical stance to the text.

Uses evaluation terminology sporadically or not at all

The examples are incomplete or sketchily described, and not connected to other ideas or issues

The response is incomplete or restates the question words

The Traits of an Effective Reader Reading a Literary Text Scoring Guide

Decoding Conventions

- Decode the writing *conventions* of grammar, punctuation, word recognition, and sentence structure
- Recognize the organizational *conventions* of the author, the title, the characters, the theme, the conflict, and the resolution of stories and plays
- Identify the genre *conventions* (poetry, drama, fiction) of the types of modes (narrative, autobiographical, persuasive, ironic) appropriate to each literary genre, the distinctions between genres, the expectations the readers have for genres

5 The advanced response uses conventions information to form a confident "thinking frame" of a text.

Directly answers the question using text structure language in specific and precise ways

Selects well-chosen and well-supported examples to illustrate understanding of conventions

Responds "beyond" the question by enlarging the initial thinking frame

3 The developing response uses conventions information to form an initial "thinking frame" of the text.

Uses some basic text structure language to indicate general understandings

Selects "safe" and obvious examples to illustrate understanding of the conventions

The response is fairly safe and stays definitely within the confines of the question

1 The emerging response is beginning to decode conventions and the challenge of decoding gets in the way of a "thinking frame" for the text.

Does not adequately answer the question but may use some text structure language

Focuses on more general information rather than providing examples from the text

The response can be characterized as sketchy and incomplete

Establishing Comprehension

- Use strategies to "squeeze" meaning out of the text
- Identify the plot, the major (round) characters and minor (flat) characters, the "turning moments," and main themes of the text
- Distinguish between significant and supporting details and events for plot, characters, main ideas, and main themes
- Summarize and paraphrase with purpose to move towards making inferences and interpretations

5 The advanced response demonstrates a purposeful, expansive and knowledgeable comprehension of the text.

Directly answers the question using comprehension terms to indicate precise understandings

Selects well-chosen examples to illustrate in-depth comprehension. Examples are well-developed using clear, specific language and terms

Responds "beyond" the question by increasing comprehension of the text into inferential and interpretative levels

3 The developing response demonstrates an adequate comprehension of the text. Purposeful comprehension is still evolving.

Uses some comprehension terms to indicate general understandings

Selects "safe" and obvious examples to illustrate literal comprehension

Does not venture information beyond the initial question

1 The emerging response is searching to establish a basic comprehension of the text.

Does not provide examples for evidence but sometimes restates the question

Little evidence that a basic comprehension of the text has been achieved

The response can be characterized as sketchy and inco

Realizing Context

- Identify the time period and its accompanying social realities in the text
- Identify the setting of the text and its relationship to social factors
- Identify the vocabulary reflective of the context
- Recognize the writing mode, tone, and voice of the author or source selected with respect to the context
- Recognize the cultural aspects of the text

5 The advanced response realizes context and sees inferential meanings and intended purposes, both implicit and explicit.

Directly and specifically answers the question to demonstrate understanding of inferential meaning

Selects well-chosen examples to illustrate understandin contextual issues

Goes beyond the question's limits and extends into in-depth understandings of contextual relationships

3 The developing response realizes the context of the text to some degree and recognizes obvious types of inference. The idea of contextual relationships between many factors and issues is still in development.

Uses some context terminology to show a basic level of understanding

Selects "safe" and obvious examples that stay close to the surface of the text

Stays within the safe confines of the question

1 The emerging response guesses at context, but has difficulty accessing inferential knowledge

Does not use examples from the text to illustrate inferential understandings

Not enough evidence to demonstrate an understanding of contextual layers of the text

Demonstrates little effectiveness at "reading between the lines"

QUALITY ADOLESCENT READING PROGRAMS

What do we mean by adolescent reading "programs"?
The committee has defined "program" to mean comprehensive undertakings to improve reading assessment and instruction at the school and/or intervention level. The committee believes that the true change needed to improve adolescent reading abilities happens best at the level of the total school. Improvement of students' reading abilities cannot fall just to specific teachers, interventions, or courses. Development of students' reading ability must be seen as important to all teachers in all content areas. Comprehensive programs must also include effective staff development components. Employment of a building reading specialist to facilitate reading program initiatives is highly encouraged.

What is behind a re-emerging interest in adolescent reading programs?
The committee is very pleased to see a re-emerging interest in the development of adolescents' reading abilities. This re-emergence in many states is linked to the development of state standards and tests. The committee would caution that in developing sound adolescent reading programs, schools need to be careful to create programs that engage students in deeper development of their reading abilities than simply learning to perform better on reading achievement tests. Students need to develop more positive attitudes about reading, learn to respond and discuss reading materials in ways that tests do not measure, and begin to appreciate the value of reading for life-long learning. Additionally, educators need to determine students' non-school uses of literacy and develop ways to recognize these in classrooms. They need to be particularly aware that reading and writing are emerging in new forms, especially as part of new technologies.

Is there a silver bullet that will create a quick fix?
Committee members believe that often teachers and administrators are looking for the ONE reading program, or silver bullet, that will quickly fix students' reading problems as they enter middle or high school. Efforts are focused on finding ways to purchase the perfect program, assign someone to teach these students (but not me), and get students "fixed" so they are working at grade level.

However, there are no quick fixes to quickly and magically improve students' reading abilities and test scores. Helping students become better readers is an on-going responsibility of all teachers. The reality is that no specific program, even if it purports to guarantee success, really can. Each school context is different; programs have to be adjusted to fit school and student interests and needs.

Is the committee recommending any particular programs?
In the sections that follow, the committee has suggested both key components to quality adolescent reading programs and specific, helpful criteria for comparing reading programs. The criteria are then applied to specific secondary reading programs popular across the nation. These programs are listed in alphabetical order by program name. In reviewing specific programs, the committee has been careful to represent the views of program

developers and publishers. In no cases, is the committee recommending any specific programs. The committee's goal, instead, is to help schools and districts better understand the criteria that they need to apply to make effective decisions. The committee has provided enough information for educators to decide which adolescent reading programs best suit their purposes and how to get more information about them. Additionally, many of the best school reading programs are not simply purchased, but developed by individual schools through the work of school reading specialists and building literacy committees.

What are key components to building quality adolescent reading programs?

- A literacy committee to direct school efforts
- Strong building and district administrative support
- At least one reading specialist per building
- Attention to increasing student motivation for literacy
- Authentic, active learning with student input and choice
- Emphasis on real reading and writing with integration of oral communication development
- Attention given to creating print rich environments and making reading materials readily available
    - Strong links to libraries and technology
    - Avid pursuit of a wide variety of literature representing diverse groups
- Instruction is guided by assessment of individual learner needs
- Comprehension is the primary focus with an emphasis on research-based comprehension strategies and metacognition
- A questioning stance to discover points of view and potential biases in all texts is encouraged
- Reading strategy instruction is embedded by all content teachers and through reading courses open to all students
- Bilingual and ESL learners' literacy needs are understood and supported
- Instruction includes attention to a variety of learning styles
- Strong parent and/or mentor involvement is encouraged
- Quality, on-going professional development is viewed as important

What are appropriate criteria to compare adolescent reading programs?

- Target Audience
- Program Philosophy
- Research Base
- Structure of the Program (including student/teacher ratio)
- Research on Effectiveness
- Resources Needed
- Cost
- Initial and On-going Professional Development

ADOLESCENT LITERACY PROGRAMS
REVIEWED BY SPECIFIC CRITERIA

Program	Target Audience	Program Philosophy	Research Base	Structure	Research on Effectiveness	Resources Needed	Cost	Professional Development
Accelerated Reader	K-12	Independent reading program; goal is to promote that reading is fun	Students learn to read by reading; free reading increases reading fluency and more positive attitudes about reading	Dependent on goals of school; no direct instruction involved	Yes	Books for independent reading if not already available in library; computer software for comprehension tests	$4,000 for software includes manual & 600 licenses. Cost of books dependent on books needed to purchase to match tests available	Initial training 15 minutes; on-going unnecessary as long as school administrators support the program
CCC (Community Curriculum Corporation)	K-Adult	Individualized, self-paced software curriculum; could be used as intervention; several levels of reading and writing programs	Keyed to national standards	Individualized, self-paced; extensive assessment and management tools available for teacher monitoring of student progress	Yes - ITBS and MEAP	Computer stations; software; perhaps some full texts of passages exerted in the program	Starts at $125 for select single course licenses with opportunities for reduced prices for volume purchases	Technical services to support schools before, during, and after implementation
CRISS (CReating Independence through Student-owned Strategies)	Gr. 4-12	Across the curriculum; could be adapted as intervention	Yes—Previewing, text structures, metacognition, notetaking, reader response	All classrooms in a school	Yes-Free recall test; in some Texas schools TAAS scores have improved	Reading materials to support curriculum at a variety of reading levels	Call or e-mail for information. For 30 participants, 2days,materials, CRISS trainer fee and expenses, approx. $4000	2 key teachers /content area in a school trained initially; they train others; half-day or more follow-up with original CRISS trainer reco'd
HOSTS	Gr. 3 - 12	Intervention; could be done as class with one teach and mentor		Individual mentors with targeted students 30 minutes/day	Yes	Software	Initial cost of $4000 - $6000	2 day workshops for 5 people (on site)

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Program	Target Audience	Program Philosophy	Research Base	Structure	Research on Effectiveness	Resources Needed	Cost	Professional Development
Lindamood Bell	K-Adult	Intervention	Yes, on learning disabled children	Individual, small group, or class	Yes	Classroom kit includes materials. Other types of kits are available also.	Products sold as separate items; LiPs classroom kit $498	
Learning Network	Elementary and middle school students and teachers	Schoolwide, across the curriculum	Vygotsky, Cambourne, Clay, Holdaway, Joyce & Showers, Prawart, Hunter	All classrooms	Yes	Materials to support a model of literacy curriculum at a variety of levels and content areas	$ to send teachers, teacher leaders, and administrators to training, consultant fee	Initial 4-day; teachers learn to coach each other; use of dialogue sessions and support of LN consultant
Reading 180	Gr.4-6;Gr.6-9; Gr.9-10	Intervention, technology component	Yes-Vanderbilt University, also Janet Allen	15/1T, also 1 parapro. helpful. 3 components: computer program, books on cassettes with reading coaches, writing	Yes-Stanford Achievement Test; improved attendance and grades	Computer program, leveled books from publisher	$25,000 one time start up	Initial technical, sales rep. and reading specialist support; 2 and 6 weeks later; summer workshops
Reading for Under-Standing	Gr. 9-12; adaptable to middle school	All students at a particular grade level; across the curriculum; could be adapted as an intervention	Yes-Modeling of reading strategies, metacognition	25/1; emphasis on building reading strategies	Yes-Degrees of Reading Power	Books - indep. reading, passages -- strategy discussions; suggestions	$3000 to send person to summer training plus travel expenses	1 week during summer of initial professional development
Soar to Success	Gr. 3-6; Gr.7-8	Intervention; adaptable to classrooms	Yes-Reciprocal teaching, graphic organizers	6/1; teacher modeling and reciprocal teaching	Yes-QRI II	Leveled book sets purchased from publisher	$800 per book set	2 days of initial professional development
Strategic Teaching and Reading Program	K-12	Reading is building meaning; collaborative model	Contemporary reading theorists	Teacher team trained in strategies; become peer coaches	Yes - part of National Diffusion Network	STRP guidebook provided for the team.	$1800/day/ trainer + expenses; $100/person for materials	3 day training, 5 days on-site follow-up (2 3-day sessions)

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Accelerated Reader

Philosophy	Accelerated Reader is an independent reading program, with the philosophy that reading can be for pleasure, and when students read more they become better readers. The program guides students to appropriate reading level materials and provides incentives for reading books. Incentives are based on number of books read, NOT the number of pages in the book. There is a test at the end of each book which checks comprehension only.
Description	Accelerated Reader uses authentic literature. Students must take an assessment before beginning the program -- STAR (Student Test for Accelerated Reader). STAR provides the reading level for students. A STAR test must be retaken periodically to reassess a student's reading level to determine if students are reading at the appropriate level.
Cost	**Computer Software:** $4,000.00, includes software Manual. **Literature --** **dependent** on the number of books an individual media center will need to purchase. Adams City High School in Commerce City, CO spent $5,000 on books.
Resources	The components include: COMPUTER SOFTWARE - individual licenses must be purchased based on the number of students to use the program. Software includes the STAR assessment and tests for the books. LITERATURE - media centers must match books to the tests. This requires identifying those books that are already on the shelf in the media center and properly labeled. The rest of the required books to match the test will need to be ordered. MANUAL: Accelerated Reader provides a computer software manual with the purchase of the software. The marketing for Accelerated Reader is done through individual book publishers. These publishers sell the books, and the computer software is sold individually through Accelerated Reader.
Initial Training	Anyone comfortable with a computer can learn to administer the program in approximately 15 minutes!
On-going Training	Not necessary. What is important is support of administration, and a school climate that emphasizes the importance of reading: a) reading for pleasure is modeled by all school staff, b) reading time is built into the daily school schedule.
Target Audience	Grades levels K-12. For 6-12 must include books in the adolescents' ZPD. The student must have decoding skills.
Structure	As Accelerated Reader is an individualized reading program, the structure is dependent on the school's goals. No direct instruction involved. Books are checked-out by students, and tests can be administered on any computer which includes the Accelerated Reader software. The ideal is one hour each day set aside for SSR, using the books from Accelerated Reader, and the time to take the 10-15 minute comprehension test. Tests can be 5, 10, or 20 multiple-choice questions. The entire school needs to be involved in the program.
Who is using it?	Every state in the United States, most schools in Eastern Europe, among other nations. In the Denver, Colorado area alone, a few of the schools actively using the program are Adams City Middle School and Kearney Middle School in Adams County School District 14, Arvada High School, East and West Middle School in Aurora.
Current Research	Accelerated Reader conducted a study completed in 1994-1995 on 659,214 students in grades K-12. The key findings of the report include: 1) In-school reading practice time declines markedly after grade five. By the time they reach high school, students on average spend about as much time in literature-based reading practice as kindergarten students. 2) When ranked according to the amount of reading they do, students in the top 5 percent read 144 times more than students in the bottom 5 percent. 5) Students in the highest-performing states in the NAEP Reading study engaged in 59 percent more reading practice than those in states in the bottom quartile. Schools who fully adopted the use of Accelerated Reader reported their students' standardized test scores increased at twice the "normal" rate.
Other facts and notes:	Contact any local book publisher, such as Permabound. Again, the computer software for Accelerated Reader is marketed through book publishers.

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CCC (Community Curriculum Corporation)

Philosophy	CCC (Community Curriculum Corporation) offers a range of software curriculum, including several reading and writing programs, all developed to align with national standards.
Description	The reading and writing programs in CCC's SuccessMaker serve K-8 learners. CCC's Destinations is an innovative online learning program that includes reading and writing and is geared towards the accelerated advancement of adolescent and adult learners enrolled in workforce training, alternative high school, correctional education, community college, and public housing education programs.
Cost	Pricing varies, depending on school or district needs and how you choose to implement the systems. Pricing starts at $125 for select single course licenses with opportunities for reduced prices for volume purchases.
Resources	Purchase of desired levels of software. The school may also want to purchase copies of full texts and literature exerted in the programs.
Initial Training	Offered by CCC.
On-going Training	Offered by CCC. CCC offers comprehensive technical services to support schools before, during, and after implementation.
Target Audience	K-Adult
Structure	CCC's Management System uses multiple forms of assessment to place students in programs and to make it easy for students to see progress. Students work on the computer software at their own rates of speed. The Management System allows teachers to assess progress through multiple means. The number of students that can be served at a time will depend upon the number of computers a school has available.
Who is using it?	In the Denver area, the program is used successfully at Green Mountain High School and Denver's Finest Alternative High School. There are other sites as well.
Current Research	http//.www.ccclearn.com See evaluation studies on website.
Seeking Information	Http://www.ccclearn.com Contact local CCC area representative at: http://www.ccclearn.com/contact/index.html
Other facts or notes	For this program to work successfully, a school will need a reliable computer network. A teacher will need good initial training and substantial time to learn the program. It will be best if the teacher possesses some computer savvy and can trouble-shoot problems that occur. CCC's SuccessMaker HomeReach enables students to continue lessons at home. Upon connecting to the school's server via the Internet or a direct dial-up connection, students can continue to use the software. Their teachers at home and in the classroom can monitor students' individual progress.

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CRISS (Creating Independence through Student-owned Strategies)

Philosophy	CRISS (Creating Independence through Student-owned Strategies) was created to help students better organize, understand and retain course information. In short, students receiving the CRISS method of instruction will "Learn How To Learn." CRISS emphasizes that good readers activate background knowledge, are actively involved in reading, know a variety of ways to organize information for learning, have many opportunities to talk with one another and write about what they are learning, and are metacognitive. Students learn to become strategic when teachers teach these processes directly through explanation and modeling. The program is particularly well designed for use across content areas.
Description	The CRISS program is designed to involve all teachers in a school. Teacher leaders are trained who then train other teachers in a building. The introduction of most strategies follows this instructional sequence: explanation and modeling, support systems, extensions.
Cost	Call or e-mail for current information. For initial training of 30 participants, 2 days, materials, CRISS trainer fees plus expenses approximately $4000. For Trainers of Trainers 12 participants, 3 days, materials, CRISS trainer fees plus expenses approximately $5000.
Resources	A school may need to be prepared to add a wider variety of reading materials to support literacy across all content areas.
Initial Training	CRISS staff suggests an initial training include at least two key teachers from each content area and /or grade level and one administrator from each building. These teachers then become teacher leaders in their building and train others.
On-going Training	CRISS teacher leaders train others in their building. CRISS staff strongly recommend a half-day or longer follow-up meeting with the original CRISS trainer. There is also a CRISS website that can help teachers stay in contact and includes example lessons, etc.
Target Audience	Gr. 4-12
Structure	Classrooms; whole school; could be adapted as an intervention.
Who is using it?	Many schools throughout the country have adopted the CRISS model. Please see the CRISS web site under "Frequently Asked Questions."
Current Research	Please see the CRISS web site.
Seeking Information	www.projectcriss.org This is a very helpful website.
Other facts or notes	CRISS was selected as a National Diffusion Network project from 1985 through 1996, when Congress eliminated NDN funding.

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HOSTS - A structured mentoring program

Philosophy	HOSTS offers personalized structured mentoring programs in Readiness, Language Arts, Spanish Language Arts, and Math.
Description	▪ When a HOSTS program is purchased, the company will align the HOSTS database with any national, state, or district standards or learning objectives. ▪ It is developed to match students' interest level with their current reading level. ▪ Students are connected to resources through a large database, and "prescriptions" are generated for each student with a learning plan for teachers and mentors. The prescription addresses phonemic awareness and comprehension.
Cost	**Initial: $34,900 + supplementary resources (up to $6000)** ▪ License cost, initial training, two site visits, database, diagnostic tool, manuals, tech support, support groups and regional meetings, newsletter, and invitations to conferences (reduced registration). **2nd year: $15,900** ▪ License cost, training if necessary, one site visit, updated database, tech support, support groups and regional meetings, newsletter, and invitations to conferences (reduced registration). **3rd year: $6,600** ▪ License cost, drop in visits, updated database, tech support, support groups and regional meetings, newsletter, and invitations to conferences (reduced registration).
Resources	Database software database aligns curriculum, connects resources to specific learning objectives, generates instructional plans, and tracks mentor and student data. Supplementary resources must be purchased separately (cost estimated at $4,000 - $6,000 initially)
Initial Training	Included in initial cost: 2 day workshop for 5 people (on site)
On-going Training	**Initial year:** 2 site visits (fall and spring), 2 regional meetings, support groups and invitation to national conference. **2nd year:** Training if necessary, 1 site visit, 2 regional meetings, support groups and invitation to national conference. **3rd year:** 2 regional meetings, support groups and invitation to national conference. ***Additional training days can be purchased for $1000/day.
Target Audience	Teacher directed: Struggling readers to partially proficient readers. Grade level: Programs are being used in elementary, middle, and high schools.
Structure	Mentors work with targeted students 30 minutes per day. This may be in a pullout situation, learning lab, or within the regular classroom. Mentors are trained and use student folders to guide their sessions. Teachers or paraprofessionals manage the student folders. HOSTS requires a large commitment by those who are implementing the program.
Who is using it?	Currently being used in 42 states, trains over 90,000 mentors each year, and has served over one million students since 1971.
Current Research	HOSTS is highly recommended and has received honors from many educational agencies and organizations, including, but not limited to: U.S. Department of Education, U.S. Secretary of Education, & NCTE. site evaluation performed in 1999.
Seeking Information	Please see the following for more information: http://www.hosts.com, 1-877-489-9048 HOSTS Corporation, 12805 Holiday Drive, Kirkland, WA 98034
Other	A para-professional may be required to assist with the student and mentor.

Lindamood-Bell - Learning Processes

Philosophy	**Lindamood-Bell** is a reading intervention program to develop the sensory cognitive processes that underlie reading, spelling, language comprehension, math, and visual motor skills.
Description	Lindamood-Bell's instruction is based on an individual's learning needs and embodies an interactive, balanced approach. Through Socratic questioning, clinicians teach students to integrate sensory information to help them become self-correcting and independent in all learning tasks.
Cost	• Teacher training of one, two, or three day workshops $159.00 - 585.00 • Products (sold as separate items or kits) up to $498 (for LiPs classroom kit)
Resources	The classroom kit includes teacher manual, research booklet, audiocassette, large mouth pictures, mouth pictures and symbols, colored felt squares, consonant and vowel felt squares, static cling symbols and mouth pictures, videotape, blocks, and tiles. All of these items are also sold separately. Other kits available are Seeing Stars, Unifix, Classic Books with Holes, and Poppin Auditory Discrimination Reading series.
Initial Training	Corporate workshops are located in San Luis Obispo, California, and range from one day to twelve days with cost varying depending on length and number of workshops attended. Regional workshops are also available in several states around the country.
On-going Training	Continuing regional workshops are available each year. Workshops can be arranged from your own school, advanced workshops are available, and follow-up consulting, as well as teleconferencing workshops can be arranged.
Target Audience	The programs are available for individuals ranging from severely learning disabled to academically gifted—ages 5 years through adult.
Structure	The program appears to be most effective as one-on-one tutoring which could include intensive instruction for up to four hours a day for four to six weeks. However, many schools use the various programs as small-group, and even whole class, instruction for one hour a day for four to six months. Follow-up treatment may be needed which may range from one session per week to daily sessions.
Who is using it?	Many schools in Colorado have integrated the program within their schools' instruction. The most widely celebrated is Bessemer Elementary School in Pueblo. Two middle schools in Pueblo have also been included: Corwin and Risley
Current Research	Lindamood Bell has recently received a grant from the National Institute of Health to do a five-year study to measure the differences on their assessment protocols and pre/post MRI's on students who receive their intervention programs. Other studies show great gains after approximately 93 hours of instruction. Please see also their information at: http://www.lindamoodbell.com/Research/
Seeking Information	Lindamood-Bell Learning Processes (800) 233-1819 Corporate Headquarters 416 Higuera Street www.lindamoodbell.com San Luis Obispo, CA 93401
Other facts or notes:	

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READING 180

Philosophy	Combining of research-based practices of reading instruction with the most effective use of technology.
Description	Offers students an opportunity to achieve reading fluency through a combination of instructional, modeled, and independent reading components. Dr. Ted Hasselbring developed this program at Vanderbilt University with further assistance from Dr. Janet Allen. It was recently sold to Scholastic.
Cost	$25,000 one time expense.
Resources	The program includes topic CDs in word study, vocabulary, comprehension, and spelling; motivating videos to strengthen background knowledge needed for passages; anchored reading passages customized to the level of each student; leveled audiobooks and paperbacks to promote modeled and independent reading practice; instructional support materials for teachers
Initial Training	Technical person sets up program. Sales representative and company reading specialist do 3 hour inservice for teachers.
On-going Training	Follow-up training by reading specialist at 2 and 6 weeks. Scholastic also offers summer courses with university credit for teachers on Reading 180.
Target Audience	Stage A for Grades 4-6 (reading levels 1.5-6.0) Stage B for Grades 6-9 (reading levels 1.5-8.0) Stage C for Grades 9-10 (available F2000)
Structure	15 students per class recommended. Students rotate through stations in groups of 5. The program is recommended for use with a 90-minute block schedule; other formats would be possible. Suggested time allotments are as follows. Class begins with 20 min. whole class literacy instruction (often a read aloud). Then rotation of three groups of five students through three activities: 20 min. instructional reading using the computer program; 20 min. modeled or independent reading; 20 min. time for T-directed lesson. The period ends with a 10-min. whole class wrap up.
Who is using it?	In Colorado Reading 180 is used at Mission Viejo Elementary, Cherry Creek Public Schools. Extensive use by Orange County Public Schools, Orlando, Florida.
Current Research	Orange County Public Schools, Orlando, Florida.
Seeking Information	Scholastic. Local Representative: Susan L. Womack-Closset, P.O. Box 1259, Boulder, Co 80306, 303-443-3344 Also see: Rlasewitz, M. & Taylor, R. (1999). Attacking literacy with technology in an urban setting. *Middle School Journal*, January 1999, pp. 33-39.
Other facts or notes	

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READING FOR UNDERSTANDING

(Also known as the Strategic Reading Initiative and Reading Apprenticeship Model)

Philosophy	This program (also called the Strategic Reading Initiative or Reading Apprenticeship Model) is based on a reading apprenticeship model that engages students and teachers in collaborative inquiry about their own and each other's reading processes, fostering a "metacognitive conversation" in the classroom. Reading is defined as complex, invisible processes. When teachers make these active, interpretive, problem-solving "moves" visible to students, they help learners develop reading expertise. Students' diverse language and cultural backgrounds, experiences, knowledge, needs, interests, and communicative practices are seen as the norm.
Description	Originally developed by the Far West Regional Lab, this program is explained in the book Reading for Understanding. The authors are clear that the program can be adapted to the needs of all teachers and students in middle and high school. The program places emphasis on teachers becoming cognizant of the reading strategies that they use as experts in their fields and helping students learn these strategies.
Cost	For initial training of teachers, five day summer institute plus three days of mid-year follow-up is $3000 per person plus travel expenses; potentially to purchase books for reading workshop component.
Resources	Books need to be made available at wide range of reading levels for reading workshop component; location of passages for reading strategy lessons.
Initial Training	Recommend a leadership team (2-4 people) attend. Cost is $3000 per person for 5-day summer institute plus 3-day mid-year follow-up session; includes all meals, lodging, materials, and tuition. Travel costs separate expense.
On-going Training	Mid-year follow-up.
Target Audience	Gr. 6-12 with specific curriculum developed for Gr. 9.
Structure	At the 9th grade, the program is designed as a course required of all students. Teachers' time is spend largely working on three components each day: read aloud and modeling, a group lesson where particular reading strategies are under discussion, and a silent reading period conducted as a type of readers' workshop.
Who is using it?	This program is new and has not yet been adopted by any schools in Colorado. The program was originally developed at Thurgood Marshall Academic High School in San Francisco. Please see the website for other program sites.
Current Research	Students' reading abilities have improved as measured by the Degrees of Reading Power and students' attitudes toward reading have increased significantly.
Seeking Information	Www.wested.org/stratlit Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (2000) Reading for understanding: A guide to improving reading in middle and high school classrooms. Urbana, IL: NCTE & Jossey-Bass.
Other facts or notes	This program seems currently to have several names: Strategic Reading Initiative, Apprenticeship Model, Reading for Understanding.

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SOAR TO SUCCESS - A small-group reading intervention program

Philosophy	SOAR TO SUCCESS is a small-group reading intervention program that aims to accelerate students' reading abilities and to help students learn how to apply comprehension and decoding strategies across the curriculum.
Description	SOAR uses authentic literature, reciprocal teaching, and graphic organizers in fast-paced lessons to help intermediate-grade students accelerate their reading growth.
Cost	**Materials**: A complete set at each grade level, which includes 7 copies of 18 titles, 6 copies of a consumable Student Guide, a Teacher's Manual; a video, poster. **$795.00.** **Training**: Two-day training is **$750.00.**
Resources	The components of each grade level include: LITERATURE - 18 books, 7 copies of each; books sequenced from simple to complex to scaffold instruction; TEACHER'S MANUAL - management and instruction; program background; assessment; lesson plans; blackline masters; STAFF DEVELOPMENT VIDEO - coincides with Teacher's Manual; STUDENT GUIDE - graphic organizers; reflecting pages; strategy prompts; POSTERS - strategies; graphic organizers. Cost for entire set is $795.00.
Initial Training	The Intermediate Intervention Institute through Houghton Mifflin offers three levels of training. **Level 1 Training** -- a two-day Institute at $750.00. Level 1 participants (teachers, support specialists, administrators) attend a two-day Intermediate Intervention Institute. Upon successful completion, participants may teach the intervention model, coach teachers, and coordinate intermediate intervention activities. (Participants not eligible to conduct training.)
On-going Training	Monthly coaching sessions and support meetings are encouraged. The district trainer should establish these.
Target Audience	The program is available in six levels, Grades 3-8; students close to proficiency, approximately at the 48th percentile. The ideal student should have decoding skills.
Structure	The instructional plan for SOAR TO SUCCESS is a 30- to 40-minute daily fast-paced lesson that uses authentic literature, reciprocal teaching, graphic organizers, and scaffolded support to accelerate students' reading growth. The program is designed to be used with a group of 5-7 students. The daily lesson plan is as follows: REVISITING: 5 minutes discussing independently read books REVIEWING: 5 minutes summarizing previous day's reading OR discussing strategies REHEARSING: 5-10 minutes previewing the text to be read that day READING & RECIPROCAL TEACHING: 10-15 minutes silent reading; reciprocal teaching is employed, focusing on SUMMARIZE, QUESTION, CLARIFY, PREDICT RESPONDING/REFLECTING: 5 minutes writing a response or graphic organizer
Who is using it?	SOAR is in several states, including Washington, Colorado, Texas, California, Missouri, Virginia, and Iowa. Schools in the Adams 12 District include Niver Creek Middle School, Northstar Ele. McElwain Ele., Federal Heights Ele., and Thornton Ele.
Current Research	SOAR TO SUCCESS is based on existing reading research and was scientifically tested in classrooms throughout the country. The three areas of research considered were: Characteristics of Students Reading Below Level in Grades 3-6, 2) Lessons Learned from Early Intervention Programs, 3) Instructional Strategies.
Seeking Information	www.eduplace.com, Intermediate Intervention Institute - Houghton Mifflin 222 Berkeley St. Boston, MA 02116
Other:	Monthly coaching sessions and supporting meetings with teachers and trainer.

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The Strategic Teaching and Reading Project (STRP)

Philosophy	This model is grounded in the current research that views reading as a building of meaning rather than the application of a set of skills. STRP has at its core five comprehension strategies that help students make sense of the variety of materials they read. The strategies are *learning* strategies that are necessary for all content areas. The project is effective when the following conditions are in place: willingness of the staff to implement it, support and active participation from the administration, and sustained professional development.
Description	This project, developed by NCREL (North Central Regional Educational Laboratory), is based on modeling, coaching, and collaboration. STRP develops and supports a core team of teachers who master strategy instruction and become mentors to colleagues.
Cost	NCREL will customize implementation according to the needs of the district/school. $1800/day per STRP trainer (usually 1 trainer to 20 teachers) plus expenses; $100 / participant for materials.
Resources	NCREL tailors activities and sample lessons to the school. The STRP Guidebook, handout materials provided by NCREL, and artifacts that are co-developed by participating teachers combine a variety of instructional practices (i.e. whole group instruction, cooperative learning, direct teaching, and independent practice) in formats that are sensitive to multiple learning styles.
Initial Training	Three-day training session for a team of teachers or for entire staff. NCREL will provide a 90-minute overview for the entire staff and parents as part of the contracted services.
On-going Training	STRP uses a five-phase professional development model that includes six days of on-site follow-up with a core team of teachers. Typically the follow up is scheduled as ; two 3-day sessions
Structure	Classrooms; whole school
Target Audience	All classrooms - K-12 - and all content areas
Who is using it?	We are unaware of anyone in Colorado using STRP; however, it is in place in several states, including Wisconsin, Illinois, Indiana, and Ohio.
Current Research	This program was researched several times during the 90's. In a 1995 study, 40% of STRP students performed at the proficient or advanced levels while only 14% of the non-STRP students scored as high.
Seeking information	Strpwww@ncrelsgi.ncrel.org Gaye Zarazinski at NCREL (North Central Regional Educational Laboratory), 1-800-356-2735
Other facts or notes	STRP is beneficial for all students, including high and low performing students and ELL students. STRP is disseminated through the National Diffusion Network.

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PROFESSIONAL DEVELOPMENT

What we know about professional development in general also applies to professional development around adolescent literacy. Too often, secondary teachers listen to presentations on reading strategies that sound good, and while they probably have good intentions of implementing them, such formats for professional development rarely impact instruction or lead to lasting change in the classroom.

This task force determined that professional development for literacy needs to be personal, require that teachers examine their own practice, and then focus on the needs identified in their self-assessment. This obviously involves more than the "one shot " approach to staff development.

Several of the programs identified in this report include strong staff development components. Upon examination of these components, the clear features that stand out are focus and ongoing.

The following reading self-assessment can be used as such a tool. Our main caution, however, is that it be used as part of an entire plan that includes extensive dialogue by the involved teachers. The instrument by itself will not lead to improvement nor is it meant to. It can, however, help teachers and entire staffs examine their own practice and then determine their next steps.

STRATEGIES FOR USING THE READING SELF-ASSESSMENT FOR STAFF DEVELOPMENT

Concerning literacy instructions on a school or district:

* The results might be synthesized and used to identify instructional strengths and next steps. Schools might be able to plan staff development to meet their common needs.
* It is highly recommended that the self-assessment be used in a flexible way to support teachers' professional growth rather than as any form of "evaluation."
* The task force felt very strongly that the self-assessment should never just be placed in teachers' boxes. It should be used as part of a focused discussion about literacy, personal and building goals, and professional development needs.
* If the entire self-assessment seems overwhelming, buildings might choose to focus on certain sections which support their instructional focus and administer the entire self-assessment over time.
* The last page in the self-assessment could be used by teachers as part of their personal goal-setting.
* The building-wide results of the self-assessment could help administrators develop and pace a time line to identify the professional development that will be needed.

READING SELF-ASSESSMENT FOR STAFF DEVELOPMENT FOR SECONDARY STAFF MEMBERS AND SCHOOLS

This checklist of critical teaching behaviors in reading is intended to help staff members, administrators, and individual schools take stock of and support their professional learning in the area of content area reading instruction and assessment. The elements on the checklist all reflect instructional "best practices" in reading as identified through current research. An analysis of this self-assessment can help individual educators, administrators, and whole buildings identify areas where additional staff development is needed to improve instructional practices in reading.

Name: _____ School: _____

Grade or Position: _____ Date: _____

CYCLE FOR READING ASSESSMENT OF STUDENT PROGRESS TOWARD STANDARDS	MINIMAL OR NO IMPLEMENTATION	GETTING STARTED OR MAKING PROGRESS	PROFICIENT	COULD TEACH OR COACH THIS SKILL
Plans for instruction using a variety of student work and formal and informal data sources				
Plans instruction that focuses on one or two teaching points				
Places students in flexible learning groups				
Evaluates students' reading using a variety of measures/ tools and provides specific feedback to students				
Has a system for managing and reporting data to student, parent and other teachers				
Selects and administers assessments which align with the reading standards				

Adapted from - Literacy Observation Guide for Secondary Content Classrooms, Nancy Shanklin, Ed. D., University of Colorado at Denver and Jefferson County, Title I and Instructional Services.

CYCLE FOR PLANNING AND TEACHING BASED ON STANDARDS	MINIMAL OR NO IMPLEMENTATION	GETTING STARTED OR MAKING PROGRESS	PROFICIENT	COULD TEACH OR COACH THIS SKILL
Plans individual literacy instruction that meets the needs of a wide variety of learners and learning styles and builds on the strengths of the learners: special needs, gifted, ESL, and others				
Plans literacy instruction that incorporates district standards: identifies learning objectives and ensures students understand objectives				
Teaches reading skills and strategies through authentic, meaningful activities and contexts rather than in isolation				
Uses a wide variety of instructional materials to meet student needs and interests (for example, books at different reading levels, multicultural literature, expository text)				
Uses both explicit (direct) and implicit (indirect) instruction to introduce and teach reading skills and strategies				
Uses a variety of instructional approaches, including reading to students and guided reading				
Provides degrees of student choice				
Helps students extend knowledge of skills, strategies and content from one context to another and across content areas				

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INSTRUCTION IN READING	MINIMAL OR NO IMPLEMENTATION	GETTING STARTED OR MAKING PROGRESS	PROFICIENT	COULD TEACH OR COACH THIS SKILL
Before reading				
Previews the text to determine student challenges, including vocabulary, concepts, structure, background information, and relevance to teaching objective				
Previews the text with students and engages their interest and critical thinking through predicting/questioning				
Builds background, activates prior knowledge and sets a purpose for reading				
During reading				
* Models comprehension strategies for students (see research based comprehension strategies)				
Models pacing (reading rate, rereading, oral reading, etc.) depending on type of text and purpose for reading				
Encourages student attention to vocabulary development through multiple strategies				
Teaches students how to distinguish what is important and what is unimportant information				
Teaches students how to self-monitor their comprehension and solve comprehension problems in a variety of ways				
Teacher helps students move beyond literal comprehension to inferential, interpretive and evaluative				

After reading				
Encourages students to summarize, identify theme, connect reading to their own experiences, respond and/or discuss as appropriate to the text and students' needs				
Encourages students to reflect on predictions made before reading				
Encourages students to refer to text to support reasoning				
Focuses on one or two teaching points				
Provides students with opportunities for alternative responses to text (art, writing, drama, word play, etc.)				
Independent reading				
Provides or encourages daily opportunities for reading for all, including teacher				
Supports students in choosing text at the independent level				
Teaches students how to select appropriate and varied reading materials (for example: reading level, interest, purpose, goal or different genre)				

LITERACY SELF-ASSESSMENT PLANNER

Name: _____ **School:** _____

Grade or Position: _____ **Date:** _____

Based on this self-assessment:

On which specific teaching behaviors will you focus your professional development in reading instruction and assessment?
What is your plan for increasing your skill in these teaching behaviors? Please include a time line and professional development strategies such as classes, coaching or professional resources.
What do you need in order to fulfill your plan (classes, coaching, resources, etc.)?
How will you know that you have succeeded? What evidence will indicate your success?

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American Library Association

http://cela.albany.edu/
CELA National Research Center on English Learning and Achievement

http://www.ncrel.org/strp/Strp.htm
Strategic Teaching and Reading Project (North Central Regional Education Lab)

http://www.ncte.org/
National Council of Teachers of English

http://www.nwrel.org/eval/reading/
Traits of an Effective Reader (Northwest Regional Education Lab)

http://pec.jun.alaska.edu/consortia/lit/reading.html
Best Practices in Reading and Writing

http://www.reading.org/advocacy/policies/adol_lit.html
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